

## **Role of Teacher Educators in revitalizing Pre-and In-service Teacher Training Programmes.**

**1. Introduction:-** The National Curriculum Framework for School Education (2000) envisages that segregation is good neither for learner with impairments nor for the general learners. Societal requirement is that learners with special education needs should be educated along with other learners inclusive setting, which are cost effective and have sound pedagogical practices. For this purpose efforts are needed to develop teaching learning material to empower teachers, teacher educators, special educators working in special schools, NGOs and DIETs and IASEs level.

In view of the recommendation of Salmanka conference 1994, the term special educational needs refers to all those children and youth whose needs arise from disabilities of learning difficulties and thus have special educational needs at sometime during the schooling, Schools have to find ways of successfully educating all children including those who have serious disadvantages. This has led to the Concept of Inclusive Schools. It embodies in underlying philosophy of the scheme of integrated education of the disabled children (IEDC). The challenge to inclusive schooling is that of developing a child-centred pedagogy capable of successfully educating all children including those who have serious disadvantages. This approach covers education to vast number of disabled children.

According to Ainscow and others (1994), “a structural analysis of Inclusive schooling emphasizes following six conditions for successful development towards more inclusive policies:-

- Effective leadership not only by the head teacher but spread through out the school.
- Involvement of staff, students and community in school policies and decisions.
- A commitment to collaborative planning.
- Effective coordination strategies.
- Attention to the potential benefits of enquiry and reflection.
- A policy for staff development.

**2. Programmes available of the Education of the Children with Special Needs.**

- General Education Programme
- Special Education Programme
- Integration between the above programmes is essential
- SSA can not be achieved with out the Special Education Programmes

**3. Structure of Training Programmes related to CSNs**

- D.Ed., B.Ed., M.Ed. and courses with the component of education of CSNs.
- Specialized Diploma/Degree Course in Single Disability (M.R./H.H./V.H./L.D.)
- Specialized training courses in IED
- Multicategory Teachers Training courses.
- Training courses related to Inclusive Education

**4. Quality of Training for Inclusive Education**

It should include:

- Sensitizing all the related agencies
- Physical facilities
- School curriculum and materials
- Initial preparation of training
- Induction Programme
- Continuing in-service advance training

## **1. Re-Vita zing the Teachers Training Programme**

In Pre and In Service Teacher Training Programmes some latest concerns have been suggested in NCF 2005. These concerns are given as under.

- Inclusive education is about embracing all.
- Disability is social responsibility – accept it.
- No selection procedures to be adopted for denying admission to learners with disabilities.
- Children do not fail, they only indicate failure of the school.
- Accept difference... celebrate diversity.
- Inclusion is not confined to the disabled. It also means non-exclusion.
- Learn human rights... conquer human wrongs.
- Handicap is a social construct, deconstruct handicap.
- Make provisions- not restrictions; adjust to the needs of the child.
- Remove physical, social and attitudinal barriers.
- Partnership is our strength such as  
school – community; school - teachers;  
teachers – teachers; teachers – children  
children – children; teachers- parents; school systems and outside systems.
- All good practices of teaching are practices of inclusion.
- Learning together is beneficial for every child.
- Support services are essential services.
- If you want to teach, learn from the child. Identify strengths not limitations.
- Inculcate mutual respect and inter-dependence.

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